I. Course Description

A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements are emphasized for interpreting research results and gathering data for applied research. Students will develop and execute an applied inquiry project. **Prerequisites:** EDUC 5351, 5352, 5353, 5354, 5355, 5356, 5357.

II. Conceptual Framework

In this course, we will discuss the research process within a larger context of problem-solving. The framework for the course stipulates that there is not a single method for research, but rather techniques that work better for a particular situation. The overall intention is for you to become more of an expert in the research process, and to develop into a critical consumer of educational research. Gaining knowledge of the research process, while working in concert with tools and skills determined necessary for a given framework in a particular context, will enable you to develop your skills as an informed researcher. The concepts, practices, and hands-on experience related to educational research in this course are considered within a context of applied research. This context is organized into two major areas: First, learning the fundamentals; establishing a framework, exploring the literature, and learning about research methodologies; Second, exploring and applying the research; identifying, collecting and interpreting data, then summarizing, synthesizing, and applying the results. We will explore different aspects of the research experience during the semester as we uncover the components of the applied research process related to your individual inquiry projects and data collection.
III. Required Textbook


Recommended Textbooks

The following recommended textbooks are intended to be selected based on your research methodology preferences in Weeks 4-8 of the course. Before purchasing, consider your paradigmatic stance, and the accepted methodologies within your field of study.


IV. Academic Honesty

1. Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty.
2. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.
3. Students are responsible for adhering to Texas A&M University-Corpus Christi’s culture of academic honesty. Therefore, all individual submissions must be created independently and any plagiarism or cheating will result in a failing grade.
4. More detailed information about academic honesty is located in the student catalogue: [Academic Integrity](#)
V. Goals and Objectives

During the course, each student will be expected to:

1. **Explore** how to apply research in a variety of contexts to meet multiple purposes.
   - a) Critically examine real world research
   - b) Critique a variety of educational research studies that use various methods (quantitative, qualitative, and mixed methods)
   - c) Demonstrate understanding of research terminology

2. **Reflect** upon literature relevant to a scholarly theme.
   - a) Review the existing research literature on a specific topic
   - b) Identify and write a researchable question
   - c) Annotate, synthesize, and review a group of published articles

3. **Compose** a proposal for a research project with a purpose and design informed by applied research, literature, and data collection.
   - a) Apply research findings from a literature review to an educational problem
   - b) Complete the Online Collaborative Institutional Training Initiative (CITI) Training
   - c) Collect data systematically on a topic of your choice (either quantitative, qualitative or mixed methodologies)

4. **Disseminate** the results of an original scholarly work.
   - a) Interpre t and present data results
   - b) Locate, gather, and synthesize information relevant to an original research project
   - b) Compose a draft manuscript according to the APA style guide

5. **Critique** a scholarly work.
   - a) Review the compositions of your peers
   - b) Provide constructive feedback
   - c) Offer normative suggestions for improvement
VI. Course Requirements

The course requirements provide opportunities for students to explore the concepts, theories and practices related to applied research, and developing professionally written research based scholarly articles. Grades are awarded based on points earned for each assignment. The due dates for assignments are indicated on the course calendar. Assignments may be submitted prior to the due date, however, assignments submitted late will be penalized 20% for each day late. Assignments completed on time may be resubmitted for an improved grade up to one week after the original due date, (excluding your final paper unless you submit your assignment a week before the due date). Assignments submitted on time may be resubmitted only once (this is in line with Mastery Learning goals). Additional information about assignments are located in the course Learning Management System site Blackboard Learn.

VII. Online Access

This course is offered completely online asynchronously and the use of Blackboard Learn is required. A variety of asynchronous technologies will be used to teach this class. You will need a computer capable of accessing the internet for this course. Also, some featured course module content may require Adobe Flash Player. All assignments and graded course content are posted in the Blackboard LMS site. Rubrics for each assignment and requirements are found within each Blackboard weekly module. We will primarily meet asynchronously for this course, unless otherwise announced. If you cannot attend an announced synchronous meeting via WebEx Training, if or when one is scheduled, the session will be recorded for you to review at a later date. If you haven't already prepared your computer for Blackboard, access Blackboard Technical Requirements and follow the directions. Blackboard has a notification system that sends an alert when certain events happen in your course. You can choose which alerts you want to receive and how you want to receive them. Workshop schedules on how to use Blackboard tools are available at https://iol.tamucc.edu/.

For Technical Assistance Contact the IT Help Desk
Phone: (361) 825-2692 (local); (866) 353-2491 (toll free)
Email: ithelp@tamucc.edu
VIII. Online Participation [10 points]

You are expected to access your Blackboard Learn course site on a regular basis and participate every week by posting peer feedback, commenting, asking questions, and engaging fully in the class discussion forum. By the second week of the course you need to select a peer reviewer from among your classmates and email me your review teams. In many settings, educational research is a team effort. This requires an understanding of group dynamics and interpersonal communication. Furthermore, meeting asynchronously is not an excuse for being unprepared for class assignments. We will read a number of relevant articles and chapters, and have discussions regarding the readings posted on the discussion forum. Since we do not meet face to face, you must also plan your schedule carefully, practice self directed learning strategies, engage in active online participation, and manage your time accordingly. You are encouraged to engage and collaborate with your peers via web conferencing tools, and in person. Many educators and learning experts contend that our current system of education does not encourage, teach, or in some cases even tolerate questions: This is not the case in this course. Inquiry is a powerful tool, and questioning is an important skill for you to cultivate. To perform well in this course, you must plan on taking advantage of the help seeking opportunities provided.

IX. Research Design Activities [20 points]

Research Design Activities (RDAs) are designed to enhance, extend, and support course content. These are completed individually and are meant to give you some initial research practice. Feedback will be provided first by a research peer review partner (selected no later than the second week of the class), then the instructor. You can revise these based on your peer reviewer’s feedback, at which time the instructor will evaluate them. These activities are meant to be "low stress," so if you find yourself sweating over them, you are missing the point. The purpose of each RDA is to give you some quick, initial practice applying the respective research skill. If you do not complete a specific RDA appropriately, you will have one opportunity to resubmit based on the instructor feedback. Though you are under no obligation to do so, it is perfectly acceptable to refine your RDAs to make them part of the Research Project due at the end of the course. It is therefore wise to identify your project topic early on in order for you to use the RDAs as the first step in your research project. A total of two RDAs are planned based on the following topics:

1. Identifying a Research Problem and Writing a Researchable Question
2. Conducting a Literature Review

August 28th, 2017
David R. Squires, Ph.D.
Texas A&M University-Corpus Christi
X. Systematic Data Collection [25 points]

The purpose of the systematic data collection assignment is to reflect on the role and value of research data to inform one's thinking or decision-making in practice. This assignment is intended for you to gain some experience of what it feels like to actually do research on a topic of personal interest to you. Your task is to identify a subject or topic on which you have genuine curiosity, and then systematically collect data. We will cover a variety of methods including quantitative approaches to collecting descriptive statistics, participant surveys, data analytics and representing and interpreting said data. We will also cover multiple qualitative approaches to data collection and analysis including, observations, in depth field notes, interviews, and focus-groups. Furthermore, we will explore mixed method data collection, combining both qualitative and quantitative approaches, how to develop mixed methods studies and the complementarity, triangulation, and research expansion mixed methods offers as a methodological approach.

Special Note on Mixed Methods
Mixed methods often requires much more upfront work to be accomplished efficiently; because, you are essentially combining two methodologies, or two independent studies, and merging them together into one completed research study. While this approach can be more labor intensive, it is also often more rewarding as well, and provides insights from multiple data points where qualitative or qualitative data alone did not elucidate or triangulate a given research phenomena. When multiple methods are combined fully and effectively, a mixed methods approach can expand and complement a given research project. However, it should be noted that more methods may not always be better or even necessary to your inquiry project. Together we will carefully consider methodological integration for your individual projects and what effective research design looks like.

Completion of CITI Training
You will register and complete the online Collaborative Institutional Training Initiative (CITI) Training, a requirement for researchers conducting human research. You will also complete the student project form and participant consent form. All of the forms and links are provided for you within the course LMS site.
Class-Approved IRB
If you are collecting data to fulfill coursework as part of a class project, you need to receive my approval prior to conducting your data collection. To receive my approval, you need to complete and provide the following:

- Cover sheet methodology form
- Data collection project description form
- Consent form you will use with your participants

University-Level IRB
If you have an active IRB at the University level that includes data collection, you may work on your own research project for this assignment. I will need a copy of the IRB and an e-mail from your supervising instructor(s) providing authorization for you to use the data for the data collection project.

**If you want to publish or share your research at a conference, you MUST have a completed IRB application and approval at the University level. If you do your research project as a class project, you CANNOT publish or share your research at conferences. Furthermore, your coursework research should meet the following requirements:

a. **NO MINORS**: The project cannot include minors or any other vulnerable populations like pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals, and such.

b. **NO MORE THAN MINIMAL RISK**: Minimal risk: is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities.

c. **NO DECEPTION**: The project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation.

d. **NO PUBLICATION**: Data from student projects approved under this fast track review category cannot be used for publication or for thesis/dissertation research.

e. **NO VIDEOTAPING**: Audio taping is allowed if the recording is erased upon transcription or no later than the end of the semester.
XI. Research Project [40 points]

This is the main deliverable for the course, a complete 10 - 15 page research manuscript. The assignment should be completed in five sections:

1. Introduction to the research topic and at least one research question (no more than three)
2. Review of the relevant literature
3. Target research methodology proposal and data collection strategy
4. Presentation of the results of data collection and data analysis
5. Self reflection on the research process including a discussion of your results and how the results informed, or did not inform, your original research question(s)

You will also include your full works cited page, and any appendices if necessary. It is required that you present an overview of your research in a pre-recorded presentation that will be made available to all participants in the course no later than Wednesday, December 6th. Tools and strategies for accomplishing this are available in the Blackboard Learn course site.

XII. Peer Review Critiques [5 points]

The purpose of the peer review critique of the research presentation is to watch and provide a brief critique of a subset of the presentations made by your classmates. One of the benefits of this course is that participants tend to address very important and timely research topics in their final projects, resulting in an opportunity for the rest of us to learn a great deal. The requirements that all presentations be short and pre-recorded allows us to use our time flexibly and strategically to enjoy this benefit. Rather than be required to listen to every project presentation, each participant will instead be required to watch a subset that best matches their interests. All participants must choose to watch at least 3 presentations of other classmate's research projects, and write and submit a brief critique of each (approximately 100 words for each critique) addressing the following points: 1.) One-sentence summary of the topic; 2.) importance of the topic; 3.) strengths and weaknesses of the project; and 4.) persuasiveness of the presentation. Details on how and where to submit these critiques are located in the Blackboard course site. All peer critiques are due no later than Wednesday, December 6th (before the last day of class).
XIII. Academic Research & Writing

Utilize the Mary and Jeff Bell Library Resources
Search for research articles through: https://portal.tamucc.edu/
Utilize the Enhanced Search features, or optionally use the Subject-Specific Database to Search for Articles on a Topic: https://tamucc.libguides.com/findarticles

Alternatively, use Google Scholar to find articles and links to full texts

APA Style
All assignments must conform to the style and reference notation format outlined in the Publication Manual of the American Psychological Association, 6th edition. If you are unsure about particular APA formatting and citation rules, refer to your required course textbook (Chapter 8).

Submitting Assignments
Please save your assignments as Word documents that include your name in the file name. For example, “YourLastname_LiteratureReview.doc”. Completed assignments should be submitted as Word documents. I will then insert comments and feedback electronically then return it to you via email. Again, please include your name in the file name and please do not submit your work as a PDF. You should see comments inserted throughout your paper when it is returned. If you can’t see these comments, please let me know. More details on each assignment are provided in the Blackboard Learn site. Please download and read these assignment rubric descriptions carefully.

XIV. Grading Scale

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>100-90</th>
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<tbody>
<tr>
<td>A</td>
<td>Good</td>
<td>89-80</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>79-70</td>
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<tr>
<td>C</td>
<td>Passing</td>
<td>69-60</td>
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<tr>
<td>D</td>
<td>Failure; work not passed</td>
<td>Below 60</td>
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August 28th, 2017
David R. Squires, Ph.D.
Texas A&M University-Corpus Christi
XV. Additional Resources

The Writing Center
The ability to write in an appropriate academic manner is critical to successful graduate study and to research in particular. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the Center for Academic Student Achievement (CASA) Writing Center:
http://casa.tamucc.edu/wc.php

Statement of Academic Continuity
In the event of a campus evacuation due to inclement weather this course will still be available online. If you have access to the Internet, you will be able to continue your coursework, check your grades, interact with your classmates and post assignments online.

Disability Services
It is the policy of Texas A&M University-Corpus Christi to make reasonable accommodations for qualified individuals with disabilities. I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for everyone taking this course. Please take time to discuss any concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence. You must be registered with Disability Services to receive academic accommodations. Please visit http://disabilityservices.tamucc.edu/ for more information. Or call Disability Services at (361) 825-5816 Monday - Friday and visit CCH 116 to schedule an appointment.

A Note Regarding Incomplete (I) grades
My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency.

Grade Accommodations
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs: http://advising.tamucc.edu/grade_appeals.html.
# XVI. Schedule

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Week 1:</td>
<td>The Nature &amp; Tools of Research Writing Professionally</td>
<td>Leedy &amp; Ormrod, Ch. 1 Beins, <em>APA Style Simplified</em> Ch. 1</td>
<td>First discussion post / Introductions due</td>
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<tr>
<td>September 8</td>
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<tr>
<td>Friday</td>
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<td>Week 2:</td>
<td>The Heart of the Research Process Writing Professionally Cont.</td>
<td>Leedy &amp; Ormrod, Ch. 2 Beins, <em>APA Style Simplified</em> Ch. 2 [Optional PDF Reading] Shute, Focus on formative feedback</td>
<td>Research Design Activity: Identifying a Research Problem and Writing a Researchable Question (Post to Peer Reviewer)</td>
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<tr>
<td>September 13</td>
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<td></td>
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<tr>
<td>Week 3:</td>
<td>Review of the related Literature Introducing Your Research</td>
<td>Leedy &amp; Ormrod, Ch. 3 Beins, <em>APA Style Simplified</em> Ch. 3 [Optional PDF Reading] Eichelberger, Reviewing Literature</td>
<td>RDA: Conducting a Literature Review</td>
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<tr>
<td>September 20</td>
<td>Utilize the Bell Library to search for literature for your review:</td>
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<td><a href="https://portal.tamucc.edu/">https://portal.tamucc.edu/</a></td>
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<td>Week 4:</td>
<td>Planning Your Research Design Writing the Research Proposal The Methods Section</td>
<td>Leedy &amp; Ormrod Ch. 4 &amp; Ch. 5</td>
<td>Completion of CITI Training</td>
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<td>September 27</td>
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<td>Week 5:</td>
<td>Qualitative Research Methodologies</td>
<td>Leedy &amp; Ormrod, Ch. 9 Beins, <em>APA Style Simplified</em> Ch. 4 [Optional PDF Readings] Multiple PDF articles are provided in the Methodologies Module in Blackboard:  <em>Discursive Analysis</em>  <em>Ethnography</em>  <em>Field Notes</em>  <em>Observations</em></td>
<td>Begin Proposal Draft to Collect Data for Class IRB</td>
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<td>October 4</td>
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<tr>
<td>Week 6:</td>
<td>Quantitative Methodologies, Communicating Statistics</td>
<td>Leedy &amp; Ormrod, Ch. 6 &amp; Ch. 7 Beins, <em>APA Style Simplified</em> Ch. 5 [Optional] Using the Research &amp; Experience Software: Qualtrics With Your TAMUCC Student Account</td>
<td>[Optional] Submit Class Approved IRB Proposal Forms Early</td>
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<tr>
<td>October 11</td>
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<tr>
<td>Week 7:</td>
<td>Mixed-Methodologies</td>
<td>Leedy &amp; Ormrod, Ch. 12 [Optional PDF Reading] Toward a Definition of Mixed Methods Triangulation in Evaluation: Design and Analysis Issues</td>
<td>Final Week to Submit Class Approved IRB Proposal To Begin Collecting Data</td>
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<tr>
<td>October 18</td>
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</table>
| Week 8: **October 25** | Mixed-Methods Data Analysis: Using Data Analysis Software MAXQDA 12 | Leedy & Ormrod, Ch. 8  
[Optional PDF Readings]: Plano Clark, Research Questions in Mixed Methods Research  
Mixed Methods Research: Merging Theory with Practice | Collect Data |
|------------------------|---------------------------------------------------------------|---------------------------------------------------------------|----------------|
| Week 9: **November 1** | Systematic Data Collection Strategies for Coding Data | Leedy & Ormrod, Ch. 11  
[Optional Reading] Onwuegbuzie, and Combs, Emergent data analysis techniques  
Auerbach, & Silverstein, Qualitative Data: An Introduction to Coding and Analysis. | Collect Data |
| Week 10: **November 8** | The Results Section  
The Discussion Section | Beins, Ch. 6 & Ch. 7 | Analyze Data  
(Post to Peer Reviewer) |
| Week 11: **November 15** | Planning Your Final Project | [Optional]  
Consider the following texts as an aid for your final project:  
- Designing and conducting mixed methods research.  
- Qualitative data analysis: An introduction.  
- Mixing methods in social inquiry  
- Fundamentals of descriptive statistics  
- The coding manual for qualitative researchers  
- Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry. | Systematic Data Collection  
Due in Blackboard 11:59 pm |
| Week 12: **November 22** | Writing the Final Research Report  
Citing References in the Text, Order of Citations in the Reference List | Leedy & Ormrod, Ch. 13  
Beins, Ch. 8 | Review Written Feedback & Prepare for the Final Project  
Research Manuscript |
| Week 13: **November 29** | Final Touches: Formatting Your Manuscript  
Giving Oral Presentations | Beins, Ch. 9 & Ch. 11 | Submit a Draft of your Research Project in Blackboard By This Week if you want Early Feedback |

*August 28th, 2017  
David R. Squires, Ph.D.  
Texas A&M University-Corpus Christi*
| Week 14: December 6 | Applied Research and Professional Writing | No Readings this Week. Complete Your Final Project Manuscript, Presentation & Peer Critiques. | 10 - 15 page Research Manuscript Due in Blackboard Dropbox, Upload Presentation to the Discussion Forum, and Post Peer Critiques to the Discussion Forum |

*This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

**Carefully review the course schedule tab in Blackboard Learn for a detailed schedule of the course and assignment due dates.**

*** Download and carefully scrutinize the assignment rubrics in the Blackboard Learn course site.
XVII. Assignments Summary
All assignments are due by 11:59 pm on the designated due date

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<tr>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
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**Research Design Activities**

- Writing a Researchable Question
  - September 13
  - 5 points
- Conducting a Literature Review
  - September 20
  - 15 points

**Systematic Data Collection**

- Upload Completed CITI Training in Blackboard
  - September 27
  - C/NC
- Cover sheet methodology form
- Data collection project description form
- Consent form you will use with your participants
  - October 18
  - 5 points

**Systematic Data Collection & Analysis**

- November 15
  - 20 points

**Research Project**

- Complete research manuscript
- The assignment should be completed in five sections
  - December 6
  - 40 points

**Peer Review Critiques**

- Brief critiques of a subset of the presentations
  - December 6
  - 5 points

**Online Participation**

- Active Participation
  - Every Week
  - 10 points

*Total* = 100 points
XVIII. PDF Readings & Research Articles

Full PDF articles listed below are available for student’s individual use in the Blackboard EDUC 5358 course site and if password protected may be opened with the password: EDUC5358


August 28th, 2017
David R. Squires, Ph.D.
Texas A&M University-Corpus Christi


Goodall, H. L. (2000). *Writing the new ethnography*. Walnut Creek: Altamira Press. (pp. 106-107)


doi:10.1080/15348450802237913


The Leading Research & Experience Software | Qualtrics. (n.d.). Retrieved from

[https://www.qualtrics.com/](https://www.qualtrics.com/)
XIX. Bibliography


XX. *Required Course Policies*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (September 25th, 2017) is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.
**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504